

DOCUMENT RESUME

ED 358 563

EA 025 003

AUTHOR Winger, Marc
TITLE Keeping on Track: A Study of the Instructional Leadership of Elementary Year-Round Principals. Summary of a Doctoral Dissertation.
PUB DATE Feb 93
NOTE 41p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (24th, Las Vegas, NV, February 6-11, 1993).
PUB TYPE Speeches/Conference Papers (150) -- Reports -- Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Effectiveness; *Administrator Role; Elementary Education; *Instructional Leadership; Occupational Information; *Principals; Public Schools; School Schedules; *Year Round Schools

ABSTRACT

Findings of a dissertation study that examined the effect of multitrack year-round education on elementary principals' instructional-leadership performances and perceptions are presented in this paper. Data were obtained from indepth interviews with 11 elementary principals--5 from schools with traditional calendars and 6 from multitrack year-round schools--and a survey administered to the principals and to 122 traditional and 124 year-round teachers. Year-round principals reported an overall increase in managerial and administrative demands, communication needs, and resource and maintenance problems. However, all the year-round principals said that they preferred their schedule to the traditional calendar. They believed that the benefits for student achievement, discipline, and continuing connection outweighed their administrative and leadership problems. Traditional-calendar teachers tended to rate their principals higher on leadership behavior than did year-round teachers. However, both year-round and traditional principals viewed their performances similarly. A conclusion is that an expanded definition of instructional leadership is needed and that principals need to communicate effectively and equitably to maintain a cohesive community. It is suggested that the concerns expressed by multitrack principals result from identity conflict, which results from the current focus on instructional leadership and is exacerbated by the year-round context. Twelve tables and a copy of the questionnaire are included. (Contains 98 references.) (LMI)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED358563

EA085003

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
DERI position or policy.

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

M. Winger

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Keeping On Track:

A Study of the Instructional Leadership of Elementary Year-Round Principals

*Summary of a Doctoral Dissertation
University of California, Los Angeles
Spring 1992*

Presented at the
National Association For
Year-Round Education

24th Annual Conference
February 6-11, 1993
Las Vegas, Nevada

Marc Winger, Ed.D.
Assistant Superintendent
Sulphur Springs School District
17866 Sierra Highway
Canyon Country, CA 91351
(805) 252-5131

Keeping on Track: The Instructional Leadership of Elementary Year-Round School Principals

Marc Winger, Ed.D.

I. Introduction

Several forces and experiences came together which resulted in this study. I was studying at UCLA and needed to define a dissertation topic. Through my studies I had developed an interest in leadership and especially the principal's influence on the effectiveness and general health of the school organization. At the same time, one school in my own district was entering a multi-track year-round calendar and I had been instrumental in preparing for the change.

I had also attended the national year-round education conference for several years and found that sessions specifically about principals, although rare, were well attended. And principals would listen, but then seem to hang around afterward or ask questions that indicated their concerns about year-round were not being explored yet. Presentations at the conference were on "how-tos" (most of the year-round literature is like this) or on the effects of year-round on students and teachers. There has been little study and resulting literature on the principals themselves presented at the annual conference and I later found that there were very few articles or studies on the principal in the year-round situation generally available from any source.

There are some stress and/or burnout studies focused on multi-track year-round principals. A 1987 study (McBryde) found that although burn-out is present in all principals, year-round administrators received lower burn-out scores than traditional calendar principals, indicating that the year-round calendar is at least not a negative factor. Another study (French, 1989) compared burn-out of 100 randomly selected traditional calendar principals to that of 100 randomly selected year-round calendar principals in California. Results revealed that the principals from a year-round plan did not differ in their reported level of burn-out from principals in the traditional calendar schools.

But clearly, based on principal comments and concerns expressed at conferences and in informal interviews I conducted previous to the research described here, something was happening to the principalship when it was experienced in the year-round context. My dissertation became a study to determine if a traditional definition of instructional leadership was being affected in some way by the year-round school calendar. My hunch was that multi-track year-round education, as a major difference in the context of the elementary school, had to have some effect on leadership.

The study of year-round principals centered around the instructional leadership literature and gathered data from two sources: A small group of principals and 250 teachers who serve in both traditional and multi-track year-round schools who could rate principal leadership behaviors for me.

The objective of this presentation is to explain the findings and implications of an exploratory study conducted to describe and measure the influence of the multi-track year-round calendar on the instructional leadership of the elementary school principal.

II. Background

A principal who is viewed as an instructional leader provides the necessary resources for the school's mission, possesses knowledge and skill in curriculum and instruction so that teachers perceive that their interaction with the principal will lead to improved practices, is a skilled communicator, on a 1 to 1, small or large group basis, is a visionary, who creates a visible presence for staff, students, parents at both the physical and philosophical level to communicate what the school is all about (Smith and Andrews, p.23).

Hallinger and Murphy (1985) operationalized this definition by defining three major areas of activity and the behaviors related to them. They created a framework for instructional leadership that serves as the basis for their Principal Instructional Management Rating Scale (PIMRS).

HALLINGER AND MURPHY'S INSTRUCTIONAL LEADERSHIP FRAMEWORK

<u>Defines the Mission</u>	<u>Manages Curriculum and Instruction</u>	<u>Promotes School Climate</u>
• Frames Goals • Communicates Goals	• Supervise and Evaluate Instruction • Coordinate the Curriculum • Monitor Student Progress	• Protects Instructional time • Maintain High Visibility • Provides Incentives for teachers • Promotes Professional development • Provides Incentives for learning

The "Effective Schools" literature in the 1980s established the central role of the principal's influence on student achievement and effectiveness. As the principal goes, so goes the school. (Bossert, et al, 1982; Edmonds, 1979; Ellis, 1986; Hallinger and Murphy, 1986; Heck, et al, 1989; Reitzug, 1989). Numerous studies have since linked high scores on achievement tests to a variety of instructional behaviors of principals (Andrews and Soder, 1987; Eberts and Stone, 1988; Heck, et al, 1990; Larson, 1987). Because of this effect it is important to know if year-round is influencing the provision of these kinds of behaviors and find out how principals think their leadership is being influenced by year-round education.

Numerous studies have also documented that leadership is affected by contextual features, or macro-variables of the school. In brief, these include:

- **Type of School.** Principals of elementary schools lead in ways different from principals in high schools. Principals of secondary schools focus more on coordination and less on direct supervision when compared to elementary schools (Hallinger and Murphy, 1987b).
- **Size of School.** Principals of small schools are more directly involved than principals of larger schools.
- **District Priorities.** In studies of district contexts it has been found that principals who perceive curriculum development and instructional leadership to be low priorities of their district-level supervisors assign these activities a low priority and spend little time in related activities (Vann, 1978; Duignan, 1980; English, 1990; Pitner and Ogawa, 1980). What the principal perceives as important to the superintendent will be the area in which he/she spends most of his/her time (Greenfield, p.143). Attention to issues other than instruction have often become the norm for principal behavior, but instructional leadership can also be the norm if it is a district priority (Murphy and Hallinger, 1986).
- **Technology of Instruction.** The technology of instruction, defined as the curriculum and instructional practices of a school, also has an effect on instructional leadership behavior. Principals will lead differently depending on the clarity and complexity of the instructional technology. Weick (1976) described schools as "loosely coupled" because the core technology of teaching and learning in most schools is unclear. Leadership in this situation is less direct. However, if there is greater clarity of instructional technology due to clear instructional priorities or staff development principals can be more direct (Deal and Celotti, 1980).
- **Staff Maturity.** This contextual feature refers not to age, but to the staff's orientation to work and their response to expectations. A more mature staff needs less direct supervision, a less mature staff needs more. Principals tend to be less direct and formal with more mature and stable staffs (Dwyer, et al, 1983).
- **Socioeconomic Level of Students.** The social context of the school has been defined as the aggregate student family socioeconomic status. This too has been found to affect instructional leadership behavior. Effective principals in low income schools have been found to be more direct and assertive in order to establish and maintain high expectations for students. They intervene in curricular decisions and instructional practices more directly. Principals of higher SES schools tend to orchestrate more from the background. They act more as boundary-spanners to communicate with a more involved community which already has high expectations for the schools (Hallinger and Murphy, 1983; 1986; Venezky and Winfield, 1979).

Other studies describe the principalship as job in which it is difficult to maintain an instructional leadership focus and also deal with administrative necessities even though, when asked, principals say instructional leadership is the highest priority for

use of their time. (Seifert and Beck, 1981; Sergiovanni, 1987, p.8; Howell, 1981, p.334; Kmetz and Willower, 1982). It is pretty solidly documented that the principal of any school encounters conflicting role expectations, a wide variety of tasks, fragmentation of time, and brevity in most encounters. The principalship is a difficult job in any setting.

III. The crux of the issue

Here you've got principals being urged to be instructional leaders, focused on students, teachers, instruction and curriculum, providing vision and resource to their schools. But there is already a built in paradox of managerial requirements that are impossible to ignore and often sidetrack principals, even though they want to keep focused. Each principal is dealing with a personal orientation to leadership, functioning in a complex and unique environment, influenced by the contexts listed above. The job is intense, variety filled, fragmented, and difficult. And now, with multi-track year-round, they are confronted with a school structure that, by design, makes the work more complex and variable.

IV. Study Design

This study utilized two research methodologies. A qualitative (or in-depth interview) component was based on interviews of principals in both traditional settings and multi-track year-round settings. Both groups were asked open-ended questions, not specifically about multi-track year-round or traditional assignments, but about the principalship in general and their own school and experiences. Return interviews with year-round principals also focused on multi-track year-round education specifically and the principals' perceptions of the effect of the schedule on their leadership. The data was analyzed, searching for themes which coalesced from the principals' responses. This resulted in a description, using their own words, of the issues that the multi-track year-round principal faces, some of which are the same as traditional schools and some of which affected leadership differently.

A quantitative component based on use of the PIMRS, an established survey of instructional leadership, which includes 50 leadership behaviors grouped into 10 subscales in 3 major categories that are considered crucial job functions for instructional leadership. (Copy attached).

The PIMRS was used to survey teachers and principals from multi-track year-round and traditional calendar schools. Results were then compared.

This study used a purposeful sample. The attempt was made to hold constant certain contextual issues, including school district, the elementary level, SES and minority populations, principal experience (there were no new principals, no principals in first year of multi-track year-round, and multi-track year-round principals had all been traditional principals).

Schools did vary in calendar type and size, although they are matched as a group for size differences. Table 1 shows the sample school characteristics.

The study had obvious limitations. It was designed as an exploratory study and as such does not purport to provide definitive answers. In this case the exploratory nature of the design was justified because the issue had not yet been explored. Therefore, it is important to note that there was no attempt to control major variables in the sample. There is no judgment made of principal effectiveness or leadership ability. There is no control for staff composition and maturity. The multi-track year-round principals all chose their assignments.

The limitations create questions of generalizability. These are mostly large inner city schools, in which support staffing was based on a formula and dependent on categorical funding for any additional support. To what degree much are these schools like yours? Are the results generalizable to suburban schools? All the year-round principals volunteered for the multi-track year-round assignment. Are their perceptions and teachers' view of them also generalizable to principals who may have been assigned without choice? Qualitative and exploratory studies leave these questions up to the reader. After reading the complete study one has to make up his or her own mind about generalizability to other settings. (I would contend that the results of the interviews were based more on calendar than anything else).

V. Qualitative Results

The interviews using open-ended questions about the principalship in general produced a great deal of information. As one can imagine, some of the responses were similar and some were very different because of the personal characteristics and specific situation of the principal. The most uniform responses came from the multi-track year-round principals when discussing the influence of the calendar on their schools and themselves. The most diverse answers came from descriptions of all principals while describing the effect of context issues such as size, students, teachers. These responses were reflective of very different contextual issues and personal styles of the principals, all of which combine to form the "complex constellation of forces mediating the leadership of the principal" (Hallinger and Murphy, p70).

Themes did coalesce out of the interview data and are charted below. Each of the theme summaries is supported by the principals' own words in the form of many direct quotations that can be found in the study itself. The first theme was labeled "Common Ground."

Theme 1: Common Ground Common Observations

1. Principals describe a job characterized by brevity of personal encounters, variety of roles, tasks, and expectations, and fragmentation.

2. Principals are highly concerned with their students' progress, abilities, deficits, difficulties with schools, and families.
3. The nature of the teaching staff was reported as a significant influence on principal leadership.
4. Specific and individual responses to questions about influences on leadership vary greatly depending on the student population, school setting, staff, and personal characteristics of the principal.

Contrasting Observations

Year-Round School Principals:

1. Year-round principals cite the benefits of the year-round calendar for students and teachers when asked about influences on their leadership.
2. Year-round principals note that their staffs have shifting group personalities due to the year-round track configuration and therefore the influence of staff on the principal changes throughout the year.

Both of these perceived influences are explored in greater depth in sections dealing specifically with the rhythm and pace of the school year.

Theme 2: Size of school

Common Observations:

There were no thematic commonalities between the two groups of principals when responding to questions about the influence of the size of the school.

Contrasting Observations

Traditional Calendar Principals:

1. There was no consistency in the way this group of traditional calendar principals responded to questions of size. Principals adapt to this contextual feature in diverse and personal ways. Some feel comfortable with the size of their schools and some feel that their personal style and effectiveness are constrained by size. For example, the principal of the largest traditional calendar school thought it would be best if her school was broken into 4 smaller schools. The principal of the smallest traditional school in the sample thought his school should be smaller still. There were also traditional principals who believed "the bigger the better" because they were allocated greater support services for larger schools.

Year-Round School Principals:

1. Year-round principals feel that the year-round structure is a much greater influence on them regardless of school size.

2. Year-round principals generally feel that large schools, because of the administrative and clerical support they generate and the greater flexibility they allow within tracks, are an advantage in the year-round setting. Only one year-round principal in a large school expressed the desire to administer a smaller school. Year-round principals of smaller schools also noted the advantages to a larger year-round school.

3. Year-round principals note that the negative influence of school enrollment is mitigated by the "on-site" reduction of enrollment created by the multi-track structure.

Theme 3: Rhythm and Pace of the year

Common Observations:

1. September and June are exceptionally busy times of the year for both types of principals. They are focused on the administrative tasks involved in opening and closing school and on district office requirements.

2. Evaluation of teachers in given time frames is of great importance regardless of calendar.

Contrasting Observations

Traditional Calendar Principals:

1. The pace for traditional calendar principals was described as very busy and pressing throughout the year.

2. Traditional principals report less teacher resilience, more irritability and greater teacher stress just prior to the winter and summer vacations. They feel that teachers, students and principals are all affected by this phenomenon.

3. During the summer vacation traditional calendar principals are away from their schools and have an opportunity to relax or pursue other interests, knowing that everyone is on the same vacation cycle.

Year-Round School Principals:

1. Year-round principals describe the summer months as a more relaxed time of year, even though school is still in session.

2. The impact of the ongoing cycle of the year-round school is perceived as negative by year-round principals because it leaves little quiet time for long term planning, organizing, reading and reflecting.

3. The June closing of one school year and immediate opening of the next school year and the rotation of tracks in and out every twenty days creates organizational and administrative tasks far beyond those of the traditional calendar. However, in some ways the ongoing nature of the year-round school is perceived as beneficial to the continuity of the school routines and culture.

4. Teacher evaluation time frames are multiplied by four in the year-round school and tend to cause the year-round principals to be better organized in their approach to evaluation. The need to evaluate teachers by track configuration causes principals to concentrate on specific groups of teachers in rotation. In the year-round school there is a greater amount of time in which to complete required teacher evaluations.

5. Year-round principals find it hard to take vacations because their school program is ongoing and many feel that they cannot get away from thinking about school even when on vacation.

6. Year-round principals report that the rhythm of the year is a beneficial influence on their leadership in that it reduces teacher stress, student discipline issues, and absenteeism. They believe the continuous learning that a year-round schedule creates is beneficial for students. The year-round principals believe that the entire culture of the school is more positive because of these perceived advantages.

Theme 4: Complexity

Common Observations:

1. The paperwork required of elementary principals is perceived as an obstacle to instructional leadership regardless of calendar assignment. How one deals with it and the effect it has varies from person to person.

2. Organization and planning are important to elementary school principals regardless of calendar configuration.

Contrasting Observations

Traditional Calendar Principals:

1. There is a single calendar and vacation/instruction sequence in the traditional school.

2. Principals of traditional calendar schools deal with a single group of teachers and a more coherent school culture than in the year-round setting.

3. Meetings, staff development and student assemblies can be accomplished for the whole group at once (or within a compressed time period) in the traditional calendar school.

Year-Round School Principals:

1. The multi-track structure and rotation increases paperwork, scheduling, forward planning and clerical demands in the year-round school.

2. Meetings, staff development, and student assemblies have to be conducted at least twice to assure equity of involvement. With incentives, staff might return to school from their vacation period for staff development or important meetings. Principals have attempted a variety of ways to include off-track teachers in meetings and other activities.

3. The track system creates four distinct subcultures each with a unique group character. These track subcultures have influence on school programs, students and staff. There is a constant mixing and re-mixing of staff and student composition. The principal encounters different staff and student configurations and personalities with every track change. This has both positive and negative effect. Studies of organizations show that culture mediates effectiveness and productivity.

The division of the school into four tracks also limits flexibility in class make-up, grouping possibilities and teaming among teachers. This is somewhat better in larger multi-track year-round schools. But its effect is to increase the complexity in finding solutions to student needs and the principal's ability to coordinate and monitor the curriculum (key components in the instructional leadership definition.)

4. Year-round principals believe there is an overall increase in the managerial and administrative demands on their time in a multi-track year-round school.

Theme 5: Communication

Common Observations:

1. Communication is of utmost importance to principals. Both groups of principals use a variety of formal and informal techniques, including group meetings with agendas and minutes, individual conversations, written communications and bulletins.
2. Principals organize a variety of committees to deal with special subjects, school programs, or grade level concerns.

Contrasting Observations

Traditional Calendar Principals:

1. Traditional principals are able to communicate with the whole staff and school when necessary and all concerned parties can be involved. All discussions yielding daily and long-term decisions that drive school efforts include all parties when necessary.

Year-Round School Principals:

1. Communication was the greatest area of concern for year-round principals because staff, by design, is split into four groups and not present at the same time to engage in all meetings and discussions that are important to the school. This complicates and/or hampers their instructional leadership because communication is so critical to leadership.
2. Year-round principals feel that they put more of their communication into writing than they had when they were traditional principals. They sometimes hold repetitive meetings or tape record meetings in order to try to include everyone, but the dynamic of whole staff discussion is not possible.

3. Many committees in year-round schools must be structured for cross-track representation as well as cross-grade or topic.
4. Year-round principals must go to extra lengths in order to provide opportunities for input and information to staff on all tracks in an equitable manner.

Theme 6: District Office Relations

Common Observations:

1. Both types of principals provided examples of how district offices are slow to adjust in response to changes in the schools. One traditional principal cited a lack of district office understanding of the changes brought about by site-based management. Year-round principals provided examples related to the fact that school was in session during the summer months and the types of issues caused by the vacation rotation of staff.

Contrasting Observations

Traditional Calendar Principals:

1. Traditional calendar principals were generally satisfied with maintenance and other support services provided by the district office.

Year-Round School Principals:

1. Year-round principals find that some district office personnel are not yet adequately available during the summer months.
2. Maintenance of year-round schools was cited as a problem because the site is in constant use and the year-round principals feel that the district office has not committed adequate resources to the schools. Principals cited both increased physical wear and tear and decreased cleanliness. They find themselves dealing with more of these types of problems because of a general lack of adequate maintenance.

Theme 7: Why the Preference for multi-track year-round?

All of the multi-track year-round principals, even after acknowledging difficulties, stated that they prefer multi-track year-round to traditional calendar schools. They restated their belief that the benefits for student achievement, discipline and a continuing connection even when off track outweigh the administrative and leadership problems they encounter.

In effect the year-round principals were saying that the overall culture of the school was improved in a variety of ways by multi-track year-round and they were willing to deal with the greater complexity, increased managerial requirements, and increased communication problems in the system.

VI. Quantitative Results

The PIMRS (copy attached) is designed to compare a principal to his or her staff's ratings, or compare a principal to a district mean. The principals are not expected to get "all 5s" on the subscales because contexts differ at schools and will have an effect on the leadership behaviors of the principal. It was the comparison design of the PIMRS that made it a good choice for this study.

The overall return rate of surveys from the teachers was almost 60%. An Oblique Multiple Group Principal Component Analysis (a form of factor analysis) was conducted on the data to check if the five behaviors for each subscale would load highly on the subscale. A Cronbach Alpha was employed to check internal consistency. Both tests provided information pointing to the fact that the survey results were valid and reliable. Results of t-test comparisons for statistically significant differences were displayed on a numerical and graphic tables for each division of the data.

Tables 11 and 12 display the results for the total group comparison of multi-track year-round to traditional teachers and the principals' self-ratings. There is a clear pattern in the data favoring traditional calendar principals. Seven of ten subscales show that traditional teachers rated their principals higher than did the year-round teachers. In no case did the year-round teachers rate their principals higher. There were three areas of statistical significance, all favoring traditional calendar principals. Indices of variability were generally smaller among traditional teacher responses, indicating that their principals' behaviors were more uniformly and universal visible to teachers. Results were especially significant for the behaviors listed on the "Maintain High Visibility" subscale. These behaviors included:

- 1) Take time to talk with students and teachers during recess and breaks,
- 2) Visit classrooms to discuss school issues with students and teachers,
- 3) Attend/participate in extra and co-curricular activities,
- 4) Cover classes for teachers until a late substitute arrives,
- 5) Tutor students or provide direct instruction to classes.

Table 14 shows the multi-track year-round principals self-ratings compared to traditional principals. There is no specific pattern to discern in this data. As a group don't consistently see the job as necessarily influenced by calendar.

The data was also divided by size to try to determine if size was a stronger influence than calendar. Tables 15 and 16 compare teacher responses at large year-round sites to teacher responses at large traditional sites. A similar pattern as in the whole sample was found. Traditional teachers perceived greater activity on more scales than multi-track year-round teachers perceived.

Tables 18 and 19 display the data from small year-round sites and small traditional sites. When comparing small to small, multi-track year-round principals fared a little better (at least some higher scores were received by multi-track year-round principals of smaller schools.) Once again, "High Visibility" is of interest.

The last set of comparison tables, 21 and 22 compare responses by size only (large to small). This comparison ignored multi-track year-round and traditional calendars in order to run the comparisons based on size alone. Patterns did not emerge, leading the researcher to believe that multi-track year-round was a more potent variable than size in teachers' perceptions.

The summary table of teachers' responses (Table 27) puts all of the teacher comparison data into a single picture. Here you see the comparisons and indices of variability compared, leading to the conclusions of the study. Table 28 displays the same information for principals' self-ratings.

We can call what we found a pattern or a suggestion in the data which shows that traditional calendar teachers rate their principals higher on the survey behaviors than multi-track year-round teachers rate their principals. This conclusion is based on the number of subscales that the groups of teachers rated higher, the fact that when statistical significance was present it always favored traditional, and the fact that indices of variability showed that traditional teachers viewed their principals in a more uniform way.

"Maintains High Visibility" was higher for traditional principals and statistically significant in the total comparison (at .0002), in the large versus large comparison (at .10) and in the small versus small comparison (at .0001).

The data collected from principals on the PIMRS did not yield defined pattern, indicating that, at least on the survey behaviors they viewed themselves in a similar way; neither multi-track year-round or traditional consistently believed they provided more or less of these behaviors.

VII. Summary

Concerns about the effect of calendar on the leadership of multi-track year-round principal leadership are founded. There were differences found in both qualitative and quantitative study approaches. Interpretations have to be filtered through cautions based on the size of the study, its exploratory nature, and limited areas of statistical significance.

Important differences perceived by principals were found in the interviews and the major themes that were developed from that data document this, even though the principals survey self-ratings on the PIMRS wouldn't indicate it. They felt multi-track year-round was more managerial in interviews but didn't rate it that way on the survey.

Important differences in teacher perceptions can be found in the survey data. It may be that multi-track year-round is more managerial, as principals stated and the teachers see less instructional behaviors in multi-track year-round principals. But this may be too simple a conclusion. It could be that the teachers' perception is affected by the rhythm of their cycle of contact with the principals. In traditional calendar schools the teachers

and principals are in contact for ten intense months. But in multi-track year-round it is two and a half months in contact, one month out and this more variable pattern of contact may be affecting teacher perception.

Given the differences that the multi-track year-round principals believe exist, and that the multi-track year-round teachers perceive, there seem to be somewhat competitive stances a school district might take on the issue of instructional leadership and year-round education. We may believe that the multi-track year-round calendar negatively affects the leadership of the principal and should be of great concern. Or we can interpret the pattern in the data is moderate at worst. Although the principals believe that the assignment is more difficult they seem to be holding their own with only one significant difference (the visibility factor). One may be tempted to conclude that the influence of the calendar on leadership is a small price to pay for increased and more effective use of facilities, what appears to be increases in learning, and the staff benefits derived from year-round education.

It seems that, when considering year-round education, an expanded definition of instructional leadership is needed. It's not what behaviors we are looking for in multi-track year-round principals, but how they accomplish them in a new context. How effectively they carry out the behaviors so that teachers can perceive them is more critical to multi-track year-round principals than traditional. The multi-track year-round principals' ability to communicate effectively and equitably, to all tracks, and their ability to build and maintain a cohesive community is of heightened importance in this more complex situation.

It also seems clear that calendar type should be added to the complex constellation of forces and contextual features that influence the leadership of principals. We need to be aware of the influence and the difficulties presented by the calendar and consider possible actions that can help overcome them. For principals who are already in multi-track year-round situations this will serve to confirm their opinions that their job has been made more managerial, and can help them focus their efforts on overcoming the new challenges to leadership, if they can be overcome.

For district administrators and those about to enter the multi-track year-round school, the study data gives us a better understanding of the unique nature of multi-track year-round and its influence. We can work to forge new solutions that can serve to help keep instructional leadership a high priority. These might include increased clerical, maintenance and other support levels. We need to consider the multi-track year-round principals' situation and need for vacation. We need to find ways to draw multi-track year-round staffs together more frequently to preserve a cohesive school community.

The anxiety or concerns expressed by multi-track year-round principals about the influence that this calendar is having on their jobs does not have an origin in stress or burnout. I believe we are hearing their concern about an identity conflict that is present frequently in principals and exacerbated by the year-round context. They hear the message about the importance of being the instructional leader of their schools and they are finding the goal even harder to achieve in the multi-track year-round school.

Table 1
Year-Round and Traditional Calendar Elementary School Sample

YEAR-ROUND CALENDAR SCHOOLS

<u>YRE School</u>	<u>Enrlmt</u> <u>1/91</u>	<u>Dist</u> <u>Area</u>	<u>SES</u> <u>comp.</u>	<u>% Ethnicity:</u>		<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total %</u> <u>Minority</u>
				<u>Asian</u>	<u>Hisp</u>				
1) YRS #1	746 (K-5)	C	1.52	18.1	49.7	20.0	11.4	0.8	88.6
2) YRS #2	759 (K-5)	C	1.65	12.8	36.1	28.6	20.0	2.5	80.0
3) YRS #3	901 (K-5)	B	1.46	23.8	41.3	28.5	2.9	3.5	97.1
4) YRS #4	908 (K-5)	C	1.47	50.7	20.5	18.8	8.5	1.5	91.5
5) YRS #5	1174 (K-5)	B	1.09	47.8	41.9	6.6	1.8	1.9	98.2
6) YRS #6	1207 (K-4)	B	1.26	13.4	59.7	19.7	1.4	5.8	98.6

Mean size: 949
Range: 461

Mean SES: 1.40
Range of SES: .56 points

Mean % Minority: 92.33

TRADITIONAL CALENDAR SCHOOLS

<u>Trad School</u>	<u>Enrlmt</u> <u>1/91</u>	<u>Dist</u> <u>Area</u>	<u>SES</u> <u>comp.</u>	<u>% Ethnicity:</u>		<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total %</u> <u>Minority</u>
				<u>Asian</u>	<u>Hisp</u>				
1) TRAD#1	743 (K-5)	E	1.65	24.2	25.7	17.4	29.1	3.6	70.9
2) TRAD#2	781 (K-3)	B	1.59	12.2	76.6	5.4	3.8	2.0	96.2
3) TRAD#3	959 (K-5)	A	1.72	5.6	40.2	29.8	6.1	18.3	93.9
4) TRAD#4	996 (K-5)	B	1.45	51.9	35.0	10.2	1.9	1.0	98.1
5) TRAD#5	1173 (K-5)	A	1.99	4.8	15.2	22.6	27.9	29.5	72.1

Mean size: 930
Range: 430

Mean SES: 1.68
Range of SES: .54 points

Mean % Minority: 86.24

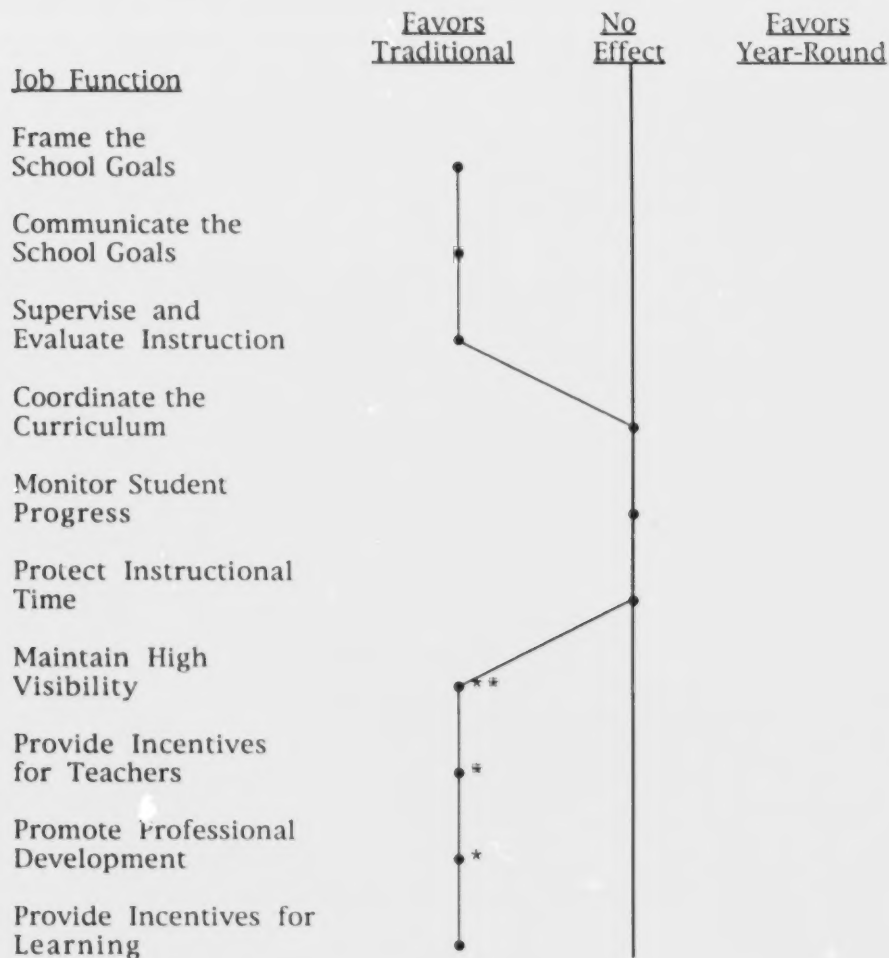
Comparison of the Year-Round and Traditional Schools Sample:

- Difference in size means between year-round and traditional is 19 students
- Difference in SES means between year-round and traditional is .28 on a 4 point scale
- Difference in percent minority means between year-round and traditional is 6.06%
- Total range of both traditional and year-round is 743 (in a traditional school) to 1207 students (in a year-round school) (Range = 464)

Table 11
Mean Ratings on the Leadership Behaviors Comprising the Ten
Job Functions of the Principal Instructional Management Rating
Scale By School Type

<u>Job Function</u>	TEACHERS' RATINGS			PRINCS. SELF RATINGS	
	<u>Trad</u> N = 122	<u>Y.R.</u> N = 124		<u>Trad</u> N = 5	<u>Y.R.</u> N = 6
	$\bar{x}$		p.		
Frame the School Goals	4.2	4.1	.36	4.5	4.6
	sd .7	.7		.4	.3
	se .06	.06		.18	.13
Communicate the School Goals	4.0	3.9	.11	3.7	4.2
	.7	.8		.8	.2
	.06	.07		.38	.11
Supervise and Evaluate Instruction	3.9	3.7	.15	4.4	4.5
	.7	.9		.5	.5
	.06	.08		.23	.20
Coordinate the Curriculum	3.7	3.7	.85	3.9	4.3
	.8	.8		.5	.4
	.07	.07		.22	.18
Monitor Student Progress	3.4	3.4	.99	3.5	3.7
	.8	.9		.8	.7
	.08	.08		.36	.31
Protect Instructional Time	3.8	3.8	.94	4.0	4.4
	.7	.8		.7	.3
	.06	.07		.33	.14
Maintain High Visibility	3.6	3.2	.0002	4.0	3.4
	.8	.9		.6	.8
	.07	.08		.29	.33
Provide Incentives for Teachers	3.8	3.6	.07	3.8	4.3
	.9	1.0		.6	.3
	.08	.09		.30	.14
Promote Professional Development	4.3	4.1	.10	4.4	4.5
	.7	.8		.6	.4
	.06	.07		.30	.16
Provide Incentives for Learning	3.9	3.7	.23	4.0	4.3
	.8	.8		.8	.5
	.07	.07		.39	.21

Table 12
Data Patterns of
Teachers' Mean Ratings of Principal Leadership Behaviors on
the PIMRS Compared by School Type
N= 122 traditional
124 year-round



* $p \leq .10$

** $p \leq .05$

Table 14

Data Patterns of
Principals' Self- Ratings on the PIMRS
Compared by School Type
(without outlier)
N= 4 traditional
6 year-round

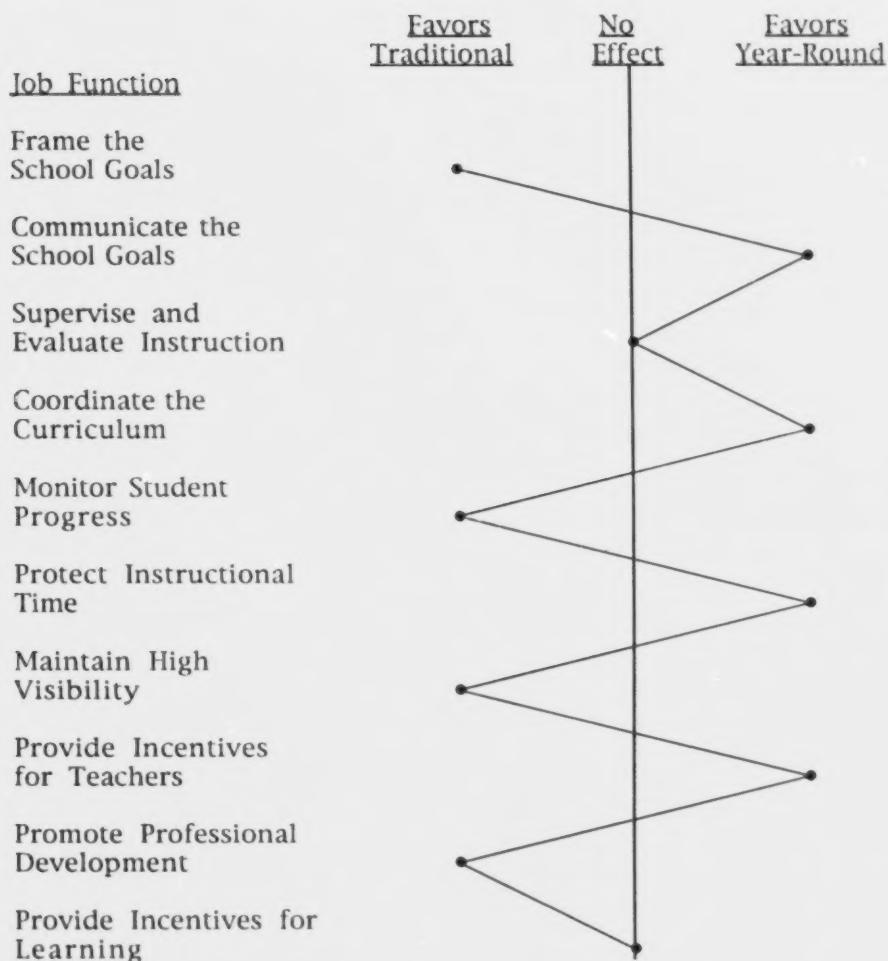


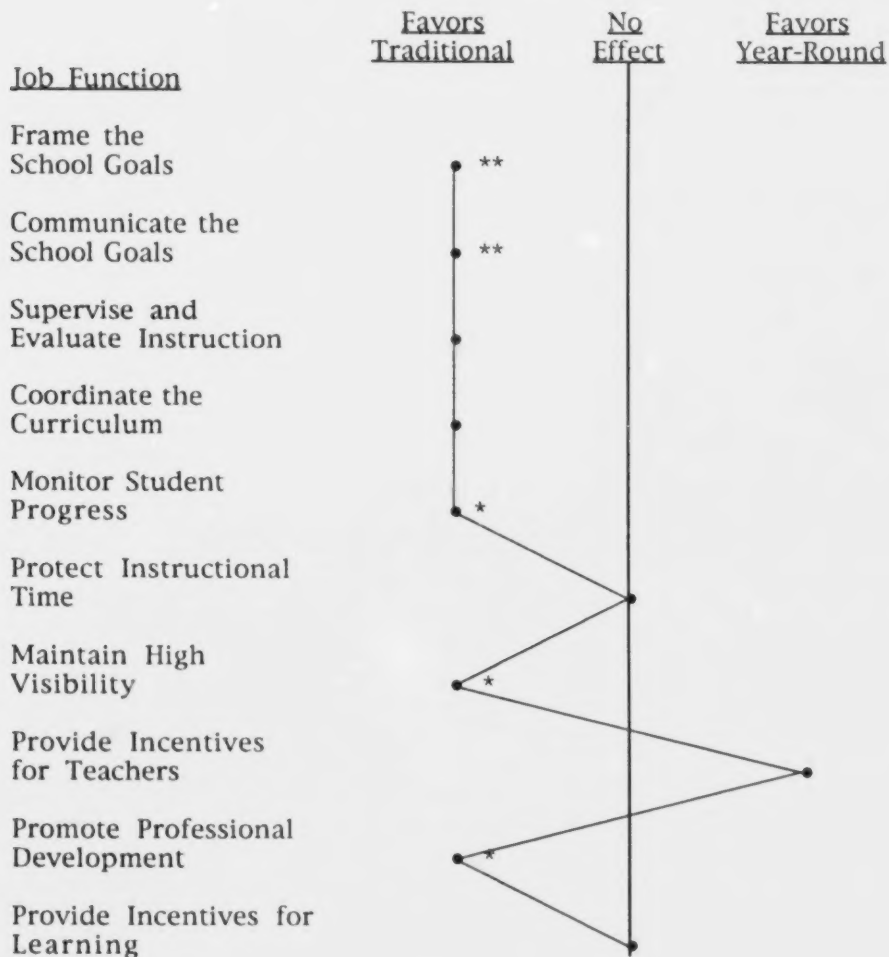
Table 15
Mean Ratings on the Leadership Behaviors Comprising the Ten
Job Functions of the Principal Instructional Management Rating
Scale Large Traditional Schools Compared to Large Year Round
Schools

Note: Large = > 900 total enrollment

<u>Job Function</u>	TEACHERS' RATINGS			PRINCIPALS' SELF RATINGS	
	Large	Large	p	Large	Large
	<u>Trad.</u>	<u>Y.R.</u>		<u>Trad.</u>	<u>Y.R.</u>
	N = 77	N = 91		N = 3	N = 4
Frame the	x 4.3	4.1	.02	4.4	4.5
School Goals	sd .5	.7		.5	.3
	se .06	.08		.30	.17
Communicate the	4.1	3.9	.02	3.4	4.2
School Goals	.6	.8		1.0	.1
	.06	.08		.60	.08
Supervise and	3.9	3.8	.37	4.1	4.5
Evaluate Instruction	.7	.9		.4	.5
	.08	.10		.24	.25
Coordinate the	3.9	3.7	.25	4.0	4.3
Curriculum	.7	.8		.4	.5
	.09	.08		.24	.28
Monitor Student	3.5	3.3	.10	3.4	3.3
Progress	.8	.9		1.1	.7
	.09	.10		.63	.35
Protect Instructional	3.9	3.9	.90	3.8	4.5
Time	.6	.7		.7	.3
	.07	.08		.40	.19
Maintain High	3.5	3.3	.10	3.6	3.6
Visibility	.8	.8		.6	.6
	.09	.09		.35	.33
Provide Incentives	3.5	3.6	.75	3.4	4.5
for Teachers	.9	1.0		.2	.2
	.11	.10		.11	.12
Promote Professional	4.3	4.1	.10	4.1	4.5
Development	.6	.8		.7	.3
	.07	.08		.40	.17
Provide Incentives	3.8	3.8	.80	3.4	4.5
for Learning	.8	.8		.5	.3
	.09	.08		.33	.15

Table 16

Data Patterns of
Teachers' Mean Ratings of Principal Leadership Behaviors on
the PIMRS:
Large Traditional Schools Compared to Large Year-Round Schools
N= 77 traditional
91 year-round



* $p \leq .10$

** $p \leq .05$

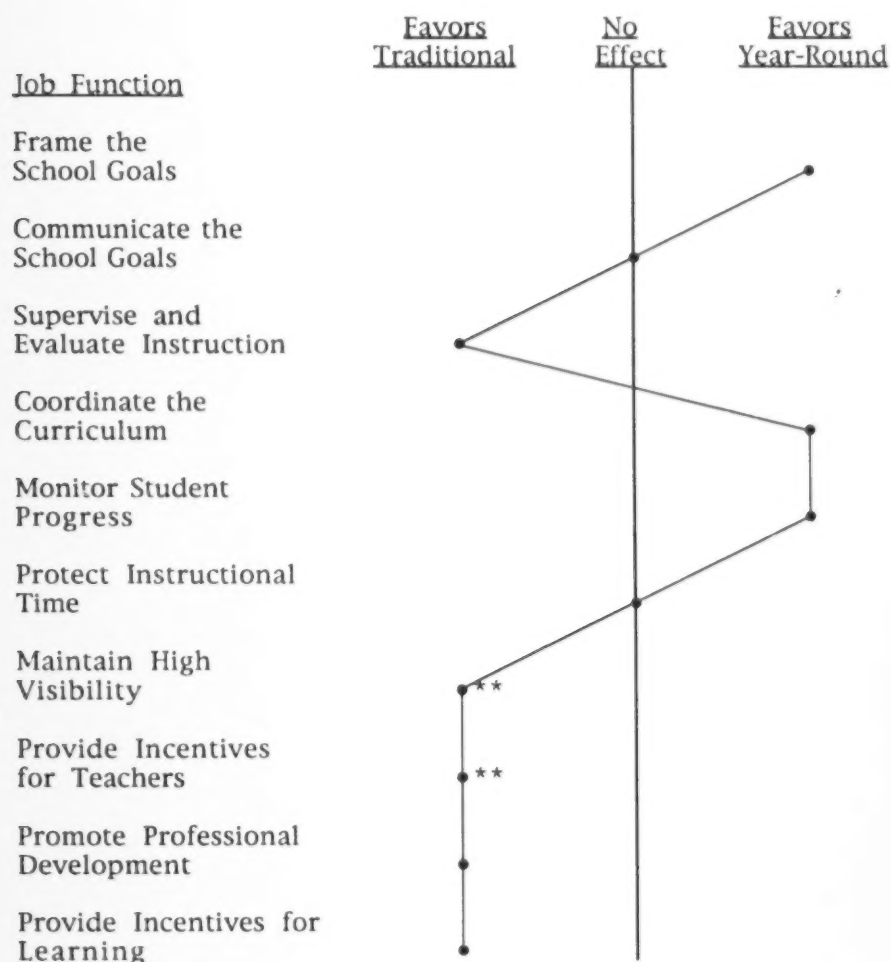
Table 18
Mean Ratings on the Leadership Behaviors Comprising the Ten
Job Functions of the Principal Instructional Management Rating
Scale
Small Traditional Schools Compared to Small Year Round
Schools

Note: Small = < 800 total enrollment

<u>Job Function</u>	TEACHERS' RATINGS			PRINCIPALS' SELF RATINGS	
	Small	Small		Small	Small
	<u>Trad.</u>	<u>Y.R.</u>	<u>p</u>	<u>Trad.</u>	<u>Y.R.</u>
	N = 45	N = 33		N = 2	N = 2
Frame the	x 3.9	4.1	.32	4.7	4.8
School Goals	sd .8	.7		.1	.2
	sc .13	.13		.10	.20
Communicate the	3.8	3.8	.92	4.2	4.2
School Goals	.8	.9		.2	.5
	.12	.16		.20	.40
Supervise and	3.9	3.6	.18	4.9	4.5
Evaluate Instruction	.7	1.0		.1	.7
	.11	.18		.10	.50
Coordinate the	3.5	3.7	.32	3.7	4.5
Curriculum	.8	.9		.7	.1
	.12	.16		.50	.10
Monitor Student	3.3	3.6	.15	3.7	4.4
Progress	.9	.8		.7	.2
	.14	.15		.30	.20
Protect Instructional	3.6	3.6	.68	4.3	4.2
Time	.7	.9		.9	.2
	.10	.16		.70	.20
Maintain High	3.8	3.1	.0001	4.6	3.1
Visibility	.7	.9		.0	1.2
	.11	.16		.0	.90
Provide Incentives	4.2	3.5	.001	4.6	4.0
for Teachers	.7	1.0		.2	.2
	.11	.18		.20	.20
Promote Professional	4.2	4.1	.55	5.0	4.5
Development	.7	.9		.0	.7
	.11	.15		.0	.50
Provide Incentives	3.9	3.6	.13	4.9	3.9
for Learning	.8	.9		.1	.7
	.13	.16		.10	.50

Table 19

Data Patterns
 Teachers' Mean Ratings of Principal Leadership Behaviors on
 the PIMRS:
 Small Traditional Schools Compared to Small Year-Round Schools
 N=45 traditional
 33 year-round



* $p \leq .10$

** $p \leq .05$

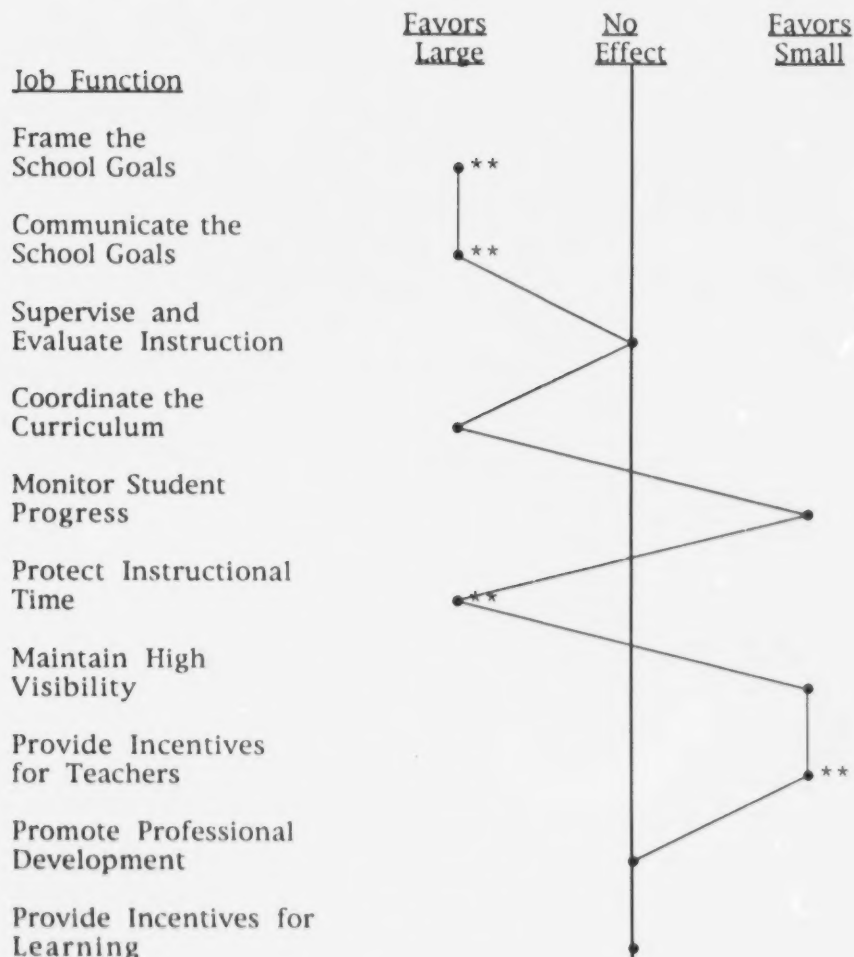
Table 21
Mean Ratings on the Leadership Behaviors Comprising the Ten
Job Functions of the Principal Instructional Management Rating
Scale

By Total Enrollment

Note: "Large"= 901 - 1207 and "Small"= 743 - 781

<u>Job Function</u>	TEACHERS' RATINGS			PRINCIPALS' SELF RATINGS	
	<u>Large</u> N = 168	<u>Small</u> N = 78	<u>p</u>	<u>Large</u> N = 7	<u>Small</u> N = 4
Frame the	x 4.2	4.0	.04	4.4	4.7
School Goals	sd .6	.8		.3	.1
	se .05	.09		.14	.09
Communicate the	4.0	3.8	.05	3.8	4.2
School Goals	.7	.8		.7	.3
	.05	.09		.28	.18
Supervise and	3.8	3.8	.66	4.3	4.7
Evaluate Instruction	.8	.9		.4	.4
	.06	.10		.18	.23
Coordinate the	3.8	3.6	.16	4.2	4.1
Curriculum	.8	.8		.4	.6
	.06	.10		.18	.31
Monitor Student	3.4	3.5	.66	3.4	4.0
Progress	.9	.9		.8	.5
	.07	.10		.30	.25
Protect Instructional	3.9	3.6	.01	4.2	4.2
Time	.7	.8		.5	.5
	.05	.09		.22	.29
Maintain High	3.4	3.5	.23	3.6	3.8
Visibility	.8	.9		.5	1.1
	.06	.10		.22	.56
Provide Incentives	3.5	3.9	.003	4.0	4.3
for Teachers	.9	.9		.6	.4
	.07	.11		.23	.20
Promote Professional	4.2	4.2	.71	4.3	4.7
Development	.7	.8		.5	.5
	.05	.09		.19	.25
Provide Incentives	3.8	3.8	.90	4.0	4.4
for Learning	.8	.9		.7	.7
	.06	.10		.26	.35

Table 22
Data Patterns of
Teachers' Mean Ratings of Principal Leadership Behaviors on
the PIMRS:
Compared by Total Enrollment
N= 168 large
78 small



* $p \leq .10$

** $p \leq .05$

TABLE 27
Teachers' Ratings Comparison Summary #1

TEACHER RATINGS	TYPE OF COMPARISON					
	Total Sample Year-Round Compared to Traditional		Large YR Compared to Large Traditional		Small YR Compared to Small Traditional	
	TRAD N=122	YR N=124	TRAD N=77	YR N=91	TRAD N=45	YR N=33
1. Number of means higher than the comparison group. _____	7	0	7	1	5	3
2. Number of means the same as the comparison group. _____	3		2		2	
3. Number of subscales on which statistical significance is present at $p \leq .10$. _____	3	0	5	0	2	0
4. Number of subscales on which the standard deviation of the mean is smaller. _____	7	0	8	0	8	2
5. Number of subscales on which the standard error of the mean is smaller. _____	6	0	6	3	9	0

Table 28
Principals' Ratings Comparison Summary #1

Note: The principal sample included a significant "outlier" as defined in the narrative. Comparisons below are summarized with and without the outlier's effect.

PRINCIPAL RATINGS	TYPE OF COMPARISON					
	Total Sample Year-Round Compared to Traditional		Large YR Compared to Large Traditional		Small YR Compared to Small Traditional	
	TRAD N=5	YR N=6	TRAD N=3	YR N=4	TRAD N=2	YR N=2
1. Number of self-rating means higher than the comparison group (incl. outlier ratings)._____	1	9	1	8	6	3
2. Number of self-rating means the same as comparison group (incl. outlier ratings)._____	0		1		1	
3. Number of self-rating means higher than the comparison group (outlier ratings not included)._____	4	4	n/a		n/a	
4. Number of self-rating means the same as the comparison group (outlier ratings not included)._____	2		n/a		n/a	
5. Number of subscales higher than their respective teacher group ratings (incl. outliers)_____	8	10	4	9	10	9
6. Number of subscales higher than their respective teacher group ratings (w/o outliers)_____	8	n/a	n/a		n/a	

Peabody College

VANDERBILT UNIVERSITY



NASHVILLE TENNESSEE 37203

APPENDIX I

TELEPHONE 615-322-7400

Center for Advanced Study of Educational Leadership • Direct phone 615-322-7402

November 2, 1990

Mr. Marc Winger
23308 Cedartown Street
Newhall, CA 91321

Dear Mr. Winger:

Please find enclosed master copies of the **Principal Instructional Management Rating Scale**. The **PIMRS** is a copyrighted test instrument. You have obtained the right to make unlimited copies of the **PIMRS** for your research and for this purpose only (the right to use the **PIMRS** for staff development purposes is provided under separate terms). The enclosed **PIMRS** Users Manual should be useful as you prepare to conduct your investigation. I will be in touch with you from time to time to provide you with updates on other **PIMRS** users' research.

I ask your consideration in remembering that a condition of your use of the **PIMRS** is that you forward a full copy of the study results to me upon completion. This makes it possible for me to share the results with other **PIMRS** users.

Feel free to call me at 1-800-288-3357 or 1-615-343-7092 if you have any questions. Good luck with your study.

Sincerely,

Philip Hallinger
Director
Center for the Advanced Study of Educational Leadership

Enclosure
Pimr2.let

THE PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE

PART I: Please provide the following information about yourself:

(A) School name: _____

(B) Years working with the current principal at the end of this school year:

____ 1 ____ 5-9 ____ more than 15

____ 2-4 ____ 10-15

(C) Years experience as a teacher at the end of this school year:

____ 1 ____ 5-9 ____ more than 15

____ 2-4 ____ 10-15

(D) Grade level you teach:

____ K-6 ____ 9-12

____ 7-9 ____ Other

PART II: This questionnaire is designed to provide a profile of principal instructional leadership. It consists of 50 behavioral statements that describe principal job practices and behaviors. You are asked to consider each question in terms of your principal's job-related behavior over the past school year.

Your particular responses are anonymous and will be kept confidential. At no time will the original individual questionnaires be shared with your principal. Your responses will be combined with those of other teachers in order to develop the profile.

Read each statement carefully. Then circle the number that indicates the extent to which you feel your principal has demonstrated the specific job behavior or practice during the past school year. For the response to each statement:

5 represents *Almost Always*;

4 represents *Frequently*;

3 represents *Sometimes*;

2 represents *Seldom*;

1 represents *Almost Never*.

In some cases, these responses may seem awkward; use your judgement in selecting the most appropriate response to such questions.

Please circle only one number per question. Try to answer every question.

Thank you.

To what extent does your principal ...?

I. FRAME THE SCHOOL GOALS

	ALMOST NEVER			ALMOST ALWAYS	
1. Develop a focused set of annual school-wide goals	1	2	3	4	5
2. Frame the school's goals in terms of staff responsibilities for meeting them	1	2	3	4	5
3. Use needs assessment or other systematic methods to secure staff input on goal development	1	2	3	4	5
4. Use data on student academic performance when developing the school's academic goals	1	2	3	4	5
5. Develop goals that are easily translated into classroom objectives by teachers	1	2	3	4	5

I. _____

II. COMMUNICATE THE SCHOOL GOALS

6. Communicate the school's mission effectively to members of the school community	1	2	3	4	5
7. Discuss the school's academic goals with teachers at faculty meetings	1	2	3	4	5
8. Refer to the school's academic goals when making curricular decisions with teachers	1	2	3	4	5
9. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g. posters or bulletin boards emphasizing reading or math)	1	2	3	4	5
10. Refer to the school's goals in student assemblies	1	2	3	4	5

II. _____

III. SUPERVISE & EVALUATE INSTRUCTION

11. Ensure that the classroom priorities of teachers are consistent with the stated goals of the school	1	2	3	4	5
12. Review student work products when evaluating classroom instruction	1	2	3	4	5

To what extent does your principal ...?

ALMOST NEVER

ALMOST ALWAYS

13. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)

1 2 3 4 5

14. Point out specific strengths in teacher's instructional practices in post observation feedback (e.g., in conferences or written evaluations)

1 2 3 4 5

15. Point out specific weaknesses in teacher instructional practices in post observation feedback (e.g., in conferences or written evaluations)

1 2 3 4 5

III. _____

IV. COORDINATE THE CURRICULUM

16. Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal or teacher-leader)

1 2 3 4 5

17. Draw upon the results of school-wide testing when making curricular decisions

1 2 3 4 5

18. Monitor the classroom curriculum to see that it covers the school's curricular objectives

1 2 3 4 5

19. Assess the overlap between the school's curricular objectives and the school's achievement tests

1 2 3 4 5

20. Participate actively in the review of curricular materials

1 2 3 4 5

IV. _____

V. MONITOR STUDENT PROGRESS

21. Meet individually with teachers to discuss student academic progress

1 2 3 4 5

22. Discuss the item analysis of tests with the faculty to identify curricular strengths and weaknesses

1 2 3 4 5

23. Use test results to assess progress toward school goals

1 2 3 4 5

24. Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)

1 2 3 4 5

25. Inform students of school's test results

1 2 3 4 5

V. _____

To what extent does your principal ...?

VI. PROTECT INSTRUCTIONAL TIME

	ALMOST NEVER			ALMOST ALWAYS	
26. Limit interruptions of instructional time by public address announcements	1	2	3	4	5
27. Ensure that students are not called to the office during instructional time	1	2	3	4	5
28. Ensure that tardy and truant students suffer specific consequences for missing instructional time	1	2	3	4	5
29. Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1	2	3	4	5
30. Limit the intrusion of extra- and co-curricular activities on instructional time	1	2	3	4	5

VI. _____

VII. MAINTAIN HIGH VISIBILITY

31. Take time to talk with students and teachers during recess and breaks	1	2	3	4	5
32. Visit classrooms to discuss school issues with teachers and students	1	2	3	4	5
33. Attend/participate in extra- and co-curricular activities	1	2	3	4	5
34. Cover classes for teachers until a late or substitute teacher arrives	1	2	3	4	5
35. Tutor students or provide direct instruction to classes	1	2	3	4	5

VII. _____

VIII. PROVIDE INCENTIVES FOR TEACHERS

36. Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	1	2	3	4	5
37. Compliment teachers privately for their efforts or performance	1	2	3	4	5
38. Acknowledge teachers' exceptional performance by writing memos for their personnel files	1	2	3	4	5
39. Reward special efforts by teachers with opportunities for professional recognition	1	2	3	4	5
40. Create professional growth opportunities for teachers as a reward for special contributions to the school	1	2	3	4	5

VIII. _____

To what extent does your principal ...?

IX. PROMOTE PROFESSIONAL DEVELOPMENT

	ALMOST NEVER			ALMOST ALWAYS	
41. Ensure that in-service activities attended by the staff are consistent with the school's academic goals	1	2	3	4	5
42. Actively support the use of skills acquired during in-service training in the classroom	1	2	3	4	5
43. Obtain the participation of the whole staff in important in-service activities	1	2	3	4	5
44. Lead or attend teacher in-service activities concerned with instruction	1	2	3	4	5
45. Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	1	2	3	4	5

IX. _____

X. PROVIDE INCENTIVES FOR LEARNING

46. Recognize students who do superior academic work with formal rewards such as an honor roll or mention in the principal's newsletter	1	2	3	4	5
47. Use assemblies to honor students for academic accomplishments or for behavior or citizenship	1	2	3	4	5
48. Recognize superior student achievement or improvement by seeing students in the office with their work	1	2	3	4	5
49. Contact parents to communicate improved or exemplary student performance or contributions	1	2	3	4	5
50. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	1	2	3	4	5

X. _____

References

- Alcorn, R. (1991). "Comparison of test scores: Traditional and year-round schools, Comprehensive Test of Basic Skills (grades 1-6) and California Assessment Program (grades 3 and 6)," Memo and report from the San Diego Unified School District School Operations Division, January 21, 1991.
- Alcorn, R. (1992). "Test scores: Can year-round raise them?" *Thrust for Educational Leadership*, 21:6, p.12-15.
- Alkin, M. and others. (1983). "Evaluation of year-round school programs," *Los Angeles Unified School District Research and Evaluation Branch*.
- Andrews, R. and R. Soder. (1987). "Principal instructional leadership and school achievement," *Instructional Leadership*, 44, p.9-11.
- Andrews, R., et al. (1989). "Principal roles, other in-school variables, and academic achievement by ethnicity and socioeconomic status," Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, March, 1989. ERIC document ED268 664.
- Ascher, C. (1988). "Summer school, extended school year, and year round schooling for disadvantaged students," *ERIC/CUE Digest*, 42.
- Babbie, E. (1989). *The practice of social research, 5th edition*, Belmont: Wadsworth Publishing.
- Ballinger, C. (1985). "Year round education: An overview, 1985," Paper presented at the 16th Annual Meeting of the National Council on Year Round Education. ERIC Document ED265635.
- _____. (1987a). "Unleashing the school calendar" *Thrust For Educational Leadership*, 16:4, p.16-18.
- _____. (1988). "Rethinking the school calendar," *Educational Leadership*, 45:5, p.57-61.
- _____, and others. (1987b). "The year round school: Where learning never stops," *PDK Fastback*, Bloomington, IN.
- Barth, R. A. and T. E. Deal. (1982). "The principalship: Views from without and within," paper for the National Institute of Education, ERIC Document ED224176.
- Blair, B. (1987). "Long range facilities master plan: 1986-2000," San Diego Unified School District, ERIC Document ED285 252.
- Blumberg, A. and W. Greenfield. (1980). *The effective principal*, Boston: Allyn and Bacon.

- Bossert, S., D.Dwyer, B. Rowan, and G.Lee. (1982). "The instructional management role of the principal," *Educational Administration Quarterly*, 18:3, p.69-80.
- Brekke, N. (1990). "A break from tradition that makes educational and economic sense!," Opinion paper published by the Oxnard School District, California.
- _____. (1991). "An analysis of the scores of the California Assessment Program, 1981/82 through 1989/90," Report from the Oxnard School District, California, June 1991.
- Brenner, M., J. Brown and D. Canter. (1985) *The research interview: Uses and approaches*, London: Academic Press.
- Bridges, E. (1982). "Research on the school administrator: The state of the art," *Educational Administration Quarterly*, 18:3, p.12-33.
- Cruz, J. (1987). "Implementing year-round school - Monroe style," *meeting paper*, ERIC Document ED280 187.
- Deal, T. E. (1987). "Effective school principals: Counselors, engineers, pawnbrokers, poets, or instructional leaders?" In W. Greenfield, ed. *Instructional Leadership: Concepts, Issues, and Controversies*, p.230-245, Boston: Allyn and Bacon.
- Deal, T. and L. Celotti (1980). "How much influence do (and can) educational administrators have on classrooms?," *Phi Delta Kappan*, 61, p. 471-473.
- Deal, T.E. and K.D. Peterson (1990). *The principal's role in shaping school culture*, Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement.
- Donmoyer, R. (1990). "Generalizability and the single case study," In E.W. Eisner and A. Peshkin, eds. *Qualitative inquiry in education: The continuing debate*, New York: Teachers College Press, Columbia University, p.175-200
- Duignan, P. (1980). "Administrative behavior of school superintendents: A descriptive study", *Journal of Educational Administration*, 18:1, p.5-26.
- Dwyer, D., G. Lee, B. Rowan, and S. Bossert. (1983). *Five principals in action - perspectives on instructional management*, Far West Laboratory for Educational Research, San Francisco.
- Eberts, R.W. and J.A. Stone. (1988). "Student achievement in public schools: Do principals make a difference?," *Economics of Education Review*, 7:3, p. 291-299.

- Edmunds, R. (1979). "Some schools work and more can," *Social Policy*, 17:5, p.17-18.
- EdSource. (1990). "Breaking tradition: Year-round schools," November 1990, Menlo Park, CA.
- Eisner, E.W. and A. Peshkin. (1990). *Qualitative inquiry in education: The continuing debate*, New York: Teachers College Press, Columbia University.
- Ellis, T.I. (1986). "The principal as instructional leader," *Research Roundup*, 3:1.
- English, F.W. (1980). Curriculum development within the school system, in A.W. Forshay, ed., *Considered Actions For Curriculum Improvement*, Alexandria, VA: Association for Supervision and Curriculum Development.
- Fielding, N.G. and J.L. Fielding. (1987). *Linking data*, Beverly Hills: Sage.
- French, Ann. (1989). "A comparison of reported burn-out among California elementary school principals from the traditional calendar to those from year-round education," Ed.D. Dissertation, University of the Pacific.
- Gersten, R. and others. (1982). "The principal as instructional leader: a second look," *Educational Leadership*, 40:3, p.47-50.
- Gitlin, Lisa. (1988). "Year Round School," *Instructor Magazine*, 98:1, p.16-19.
- Glaser, B.G. and A.L. Strauss. (1967). *The discovery of grounded theory: Strategies for qualitative research*, New York: Aldine de Gruyter.
- Glines, D. (1990). "Maximizing school capacity," *Thrust for Educational Leadership*, 20:1, p. 49-54.
- Goldman, J. (1990). "Life's a non-stop carousel for year-round principals," *School Administrator*, 74:4, p.25-28.
- Gorsuch, A.L. (1983). *Factor analysis, 2nd edition*, Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Greene, D. and J.L. David. (1984). A research design for generalizing from multiple case studies, *Evaluation and Program Planning*, V.7, p.73-85.
- Greenfield, W., ed. (1987). "Moral imagination and interpersonal competence: Antecedents to instructional leadership," In *Instructional Leadership: Concepts, Issues and Controversies*, p. 56-73, Boston: Allyn and Bacon.

- Grumet, M. (1990). "On daffodils that come before the swallows dare," In E.W. Eisner and A. Peshkin, eds., *Qualitative inquiry in education: The continuing debate*, New York: Teachers College Press, Columbia University, p.101-120.
- Hallinger, P. (undated). *A resource handbook for Principal Management Rating Scale*, Vanderbilt University.
- Hallinger, P. and others. (1989). "What makes a difference? School context, principal leadership, and student achievement," Paper presented at the Annula Meeting of the American Educational Research Association, San Francisco, March, 1989. ERIC document ED 308 578.
- Hallinger, P. and J. F. Murphy. (1983). Instructional leadership and school economic status: a preliminary investigation, *Administrator's Notebook*, 31:4, p.1-4.
- _____, (1985). "Assessing the instructional management behavior of principals," *The Elementary School Journal*, v.86, #2, p.217-247.
- _____, (1986). The social context of effective schools, *American Journal of Education*, 94:3, p.328-355.
- _____, (1987a). "Assessing and developing principal instructional leadership," *Educational Leadership*, p.54-61.
- _____, (1987b). "Organizational and social context and the instructional leadership role of the school principal," Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 20-24. ERIC Document ED309 528.
- _____, (1987c) "Instructional leadership in the school context" In W. Greenfield, ed. *Instructional Leadership: Concepts, Issues, and Controversies*, Boston: Allyn and Bacon, p.179 - 203.
- Heck, R.H., G. Marcoulides, and N. Glasman. (1989). "The application of causal modeling techniques to administrative decision making: The case of teacher allocation," *Educational Administration Quarterly*, 25:3, p.253 - 267.
- Heck, R.H., T.J. Larsen, and G.A. Marcoulides. (1990). "Instructional leadership and school achievement: validation of a causal model," *Educational Administration Quarterly*, 26:2, p.94-125.
- Herman, J. L. (1987). "Los Angeles Experience: Evaluating the results of concept 6, phase 1," *Los Angeles Unified School District Research and Evaluation Branch*, Publication #507.
- Heyns, B. (1978). *Summer Learning and the Effects of Schooling*, New York: Academic Press.

- Howell, B. (1981). "Profile of the principalship," *Educational Leadership*, 38, p.333-336.
- Howell, V.T. (1988). "An examination of year-round education: Pros and cons that challenge schooling in America," ERIC Document ED 298602.
- Kmetz, J.T. and D.J. Willower (1982). "Elementary school principals' work behavior," *Educational Administration Quarterly*, 18:4, p.62-78.
- Larson, T. (1987). "Identification of instructional leadership behaviors and the impact of their implementation on academic achievement," Paper presented at the annual meeting of the American Educational Research Association, Washington D.C. ERIC document ED281 286.
- Lawson, G.A. (1980). "Administrative stress in the year-round elementary school principalship," Ed.D. Dissertation, University of Colorado at Boulder.
- Leithwood, K. and D. Montgomery. (1982). "The role of the elementary school principal in program development," *Review of Educational Research*, 52:3, p.309-339.
- Los Angeles County Office of Education. (1991). "California's critical shortage of school buildings," *TRENDS*, 4:1, September 1991.
- Marshall, C. and G.B. Rossman. (1989). *Designing qualitative research*, Newbury Park: Sage.
- Massarik, F. (undated). The science of perceiving: Foundations for an empirical phenomenology, unpublished paper, UCLA Graduate School of Management.
- McBryde, C.J. (1987). "A comparative analysis of burnout factors between year-round and traditional calendar school administrators," Ed.D. Dissertation, Pepperdine University, California.
- McMillan, J.H. and S. Schumaker. (1984). *Research in education, A conceptual introduction*, Boston: Little, Brown and Company.
- Merino, B. J. (1983). "The impact of year-round schooling: A review," *Urban Education*, 18:3, p.298-316.
- Miles, M.B. and A. M. Huberman. (1984). *Qualitative data analysis: A sourcebook of new methods*, Beverly Hills: Sage Publications.
- Morse, S.C. (1992). "The value of remembering," *Thrust for Educational Leadership*, 21:6, p.35-37.
- Murphy, J.F. and P. Hallinger (1986). The superintendent as instructional leader: findings from effective school districts, *Journal of Educational Administration*, 24:2, p. 213-236.

- Mussatti, D.J. (1981). "Year-round high school programs," Paper presented at the 12th Annual Meeting of the National Council on Year-Round Education, ERIC Document ED229830.
- National Association for Year-Round Education. (1992). *Year-Rounder*, announcement of the 23rd annual seminar, February 1992, San Diego, California.
- National Education Association (1986). "What the research says about: The role of the principal in effective schools," *National Education Association Data Search #4*, Professional and Organizational Development/Research Division, June, 1986.
- National Education Association (1987). "What the research says about: Year round schools," *National Education Association Data Search #8*, Professional and Organizational Development/Research Division, September 1987.
- Osborn, R.N. and J.G. Hunt (1975) "An adaptive-reactive theory of leadership: The role of macro variables in leadership research," in Hunt, J.G. and Larson, L.L., eds. *Leadership Frontiers*, p. 27-44, Kent State University Press.
- Patton, M.Q. (1987). *How to use qualitative methods in evaluation*. Newbury Park: Sage.
- Pitner, N. and R. Ogawa. (1980). Organizational leadership: the case of the school superintendent, *Education Administration Quarterly*, 17, p.45-66.
- Quinlan, C. and others, (1987). "Year-round education: Year-round opportunities, A study of year-round education in California," California State Department of Education Publication.
- Reitzug, U. (1989). "Principal - teacher interactions in instructionally effective and ordinary elementary schools," *Urban Education*, 24:1, p.38-58.
- Roe, W.H. and T.L. Drake. (1974). *The principalship*, New York: Macmillan.
- Rowen, B., Bossert, S. and D. Dwyer (1983). "Research on effective schools: A cautionary note," *Educational Researcher*, 12:4, p. 24-31.
- Salley, C., B. McPherson and M.E. Baehr. (1978). "What principals do: A preliminary occupational analysis." In D. Erickson and T. Reller, eds. *The Principal in metropolitan schools*, Berkeley: McCutchan Publishers.
- Schofield, J.W. (1990). "Increasing the generalizability of qualitative research," In E.W. Eisner and A. Peshkin, eds., *Qualitative inquiry in education: The continuing debate*, p.201 - 232.

- Sergiovanni, T.J. (1987). *The principalship: A reflective practice perspective*, Boston: Allyn and Bacon.
- Short, P.M. and W.A. Spencer. (1989). "Principal Instructional Leadership," Paper presented at the Annula Meeting of the American Educational Research Association, San Francisco, March, 1989. ERIC document ED 307 667.
- Siefert, E.H. and J.J. Beck. (1981). "Elementary principals: instructional leaders or school managers?," *Phi Delta Kappan*, 62, p.528.
- Smith, Deborah. (1990). "Standing room only," *Thrust for Educational Leadership*, 20:1, p.10-11.
- _____. (1992). "Finding room for California's children," *Thrust for Educational Leadership*, 21:6, p.8-11.
- Smith, Wilma F. and Richard L. Andrews, (1989). *Instructional leadership: How principals make a difference*, Association for Supervision and Curriculum Development.
- Spradley, J.P. (1979) *The ethnographic interview*, New York: Holt, Rinehart, Winston.
- Stiff, Duane. (1986). "Year-round school: Some constraints to consider," *Thrust For Educational Leadership*, 16:2, p. 12-14.
- Stimson, J. (1992). "Combination classes: Helpful or harmful?" *Thrust for Educational Leadership*, 21:6, p. 16-18.
- Utah State Board of Education (1989). *Statewide evaluation of year-round and extended-day schools*. Salt Lake City: Utah State Department of Education.
- Vann, A.S. (1978). "Relationships between selected variables and the amount of time devoted to curriculum development by elementary school principals." Ed.D. dissertation, Columbia University Teachers College. (*Dissertation Abstracts International*, p. 3341-3342 in vol. 39/06-A.)
- Venezky, R. and L. Winfield (1979). *Schools that succeed beyond expectations in teaching reading*. Newark: University of Delaware.
- Weick, K.E. (1976). "Educational organizations as loosely coupled systems," *Administrative Science Quarterly*, 21, p.1-19.
- Weinert, Ronald. (1987). "Designing schools for year-round education," *Thrust For Educational Leadership*, 16:7, p.18-19.
- White, William D. (1985). "Watching a district change over a decade with year-round education," *Speech at the 16th Annual Meeting of the National Council on Year-Round Education*, January 1985, ERJC Document EA020138.

Wolcott, H. (1990). "On seeking - and rejecting - validity in qualitative research," In E.W. Eisner and A. Peshkin, eds., *Qualitative inquiry in education: The continuing debate*, p.121-152.

Young, R. and D.E. Berger. (1983). "Evaluation of a year-round junior high school operation," *NASSP Bulletin*, 67:459, p. 53-59.